

and of talent, of background and of temperament, and thus furthers mutual understanding. Young men and young women—educated together as a corollary of community life—come to realize their relation as co-equals more than as opposites. In a community where all join in the necessary work and where no distinctions are made because of financial status, everyone has an equal chance to find a place. Teacher and student find common ground in their concern for the whole; and the student, meeting informally with his teacher, comes to realize that learning is not confined to classrooms but pervades daily life. The persuasive force of example can replace formal authority. In a community, too, the usual difference in evaluation between intellectual and practical work readily gives way to a realization that both are interrelated parts of one whole. This interpretation of work is fundamental in the educational philosophy of the College; it breaks with the tradition which, concentrating on an intellectual education, loses sight of a practical one.

In a community attendance develops naturally into participation. A community not only gives a frame to activities; it embodies the contributions of its members. Each individual gives as well as receives and comes to identify himself with the group. Where consideration for the whole controls conduct, rigid rules are superfluous, doubly so where there is close contact between teacher and student. Consequently, the College has no written regulations.

Furthermore, the College has no required courses. The entering student is rarely certain about his interests; and even when he believes them to be definite, he may change his mind as new fields open to him. But since he must learn to make his own decisions, the selection of his courses is left to him. However, he does not make his choice by trial and error. He discusses his plans with a faculty adviser with whose help he assumes the responsibility for finding the best way to develop his abilities. He may, of course, seek additional advice from other members of the Faculty. The adviser is aided by recommendations from the whole Faculty, who periodically discuss both the intellectual progress of each student and his progress as an active member of the community.

A student usually begins his studies by exploring in the various areas of learning and at the same time he begins to discover his own inclinations, abilities and weaknesses. He should investigate the fields which have been of interest to him and also those to which he previously has been indifferent but which may open new perspectives to him. He should study in the Sciences and the Arts, the Social Studies and Literature to gain sufficient under-